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April 9, 2018

ENGROSSED HOUSE
BILL NO. 3221

By: Nollan of the House

and

Stanislawski of the Senate

An Act relating to schools; amending 70 O.S. 2011, Section 1210.541, as last amended by Section 1, Chapter 131, O.S.L. 2017 (70 O.S. Supp. 2017, Section 1210.541), which relates to student performance levels; modifying performance level labels; updating definitions of levels; and providing an effective date.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.541, as last amended by Section 1, Chapter 131, O.S.L. 2017 (70 O.S. Supp. 2017, Section 1210.541), is amended to read as follows:

Section 1210.541. A. The Commission for Educational Quality and Accountability shall determine and adopt a series of student performance levels and the corresponding cut scores pursuant to the Oklahoma School Testing Program Act.

B. The Commission for Educational Quality and Accountability shall have the authority to set cut scores using any method which

1 the State Board of Education was authorized to use in setting cut
2 scores prior to July 1, 2013.

3 C. The performance levels shall be set by a method that
4 indicates students are ready for the next grade, course, or level of
5 education, as applicable. The Commission for Educational Quality
6 and Accountability shall establish panels to review and revise the
7 performance level descriptors for each subject and grade level. The
8 Commission shall ensure that the assessments developed and
9 administered by the State Board of Education pursuant to the
10 Oklahoma School Testing Program Act in grades three through eight
11 and at the secondary level are vertically aligned by content across
12 grade levels to ensure consistency, continuity, alignment and
13 clarity. The Commission shall adopt performance levels that are
14 labeled and defined as follows:

15 1. Advanced, which shall indicate that students demonstrate
16 superior performance on challenging subject matter;

17 2. Proficient, which shall indicate that students demonstrate
18 mastery over ~~appropriate grade-level~~ challenging subject matter ~~and,~~
19 can analyze and apply such knowledge to real-world situations, that
20 students are ready for the next grade, course, or level of
21 education, ~~as applicable~~ and that students are on track to be ready
22 for college or career;

23 3. ~~Limited knowledge~~ Basic, which shall indicate that students
24 demonstrate partial mastery of the essential knowledge and skills

1 ~~appropriate to~~ that are foundational for proficient work at their
2 grade level or course; and

3 4. ~~Unsatisfactory~~ Below Basic, which shall indicate that
4 students have not performed at least at the ~~limited knowledge~~ Basic
5 level.

6 D. The State Board of Education shall develop and implement in
7 accordance with the Elementary and Secondary Education Act of 1965
8 (ESEA), as reauthorized and amended by P.L. No. 114-95, also known
9 as the Every Student Succeeds Act (ESSA), an accountability system
10 as provided for in 20 U.S.C., Section 6311 and any related federal
11 regulations. The accountability system shall be implemented
12 beginning with the 2002-2003 school year and shall be based on the
13 data as established pursuant to Section 1210.545 of this title and
14 as modified to meet the mandates of the ESEA. For the 2002-2003
15 school year and every year thereafter the State Board of Education
16 shall publish and ensure that each local education agency is
17 provided with data annually by site so that the local education
18 agency can make determinations to identify schools for rewards, and
19 supports and interventions. The State Board of Education shall
20 establish a system of recognition, rewards, interventions and
21 technical assistance, as required by state law and the Elementary
22 and Secondary Education Act of 1965 (ESEA) as reauthorized and
23 amended by P.L. No. 114-95, also known as the Every Student Succeeds
24 Act (ESSA).

1 E. A school that is identified as in need of improvement by the
2 State Board of Education pursuant to this section, because of
3 failure to meet either an academic performance target or an
4 attendance or graduation performance target, or both, and is
5 identified as in need of improvement pursuant to the Elementary and
6 Secondary Education Act of 1965 (ESEA), as reauthorized and amended
7 by P.L. No. 114-95, also known as the Every Student Succeeds Act
8 (ESSA), shall utilize the assistance of a school support team or
9 other similar team formed by the State Department of Education to
10 provide support for schools in need of improvement, subject to
11 school support team capacity. The school support team shall review
12 and analyze all facets of operation of the school including the
13 design and operation of the instructional program. The school
14 support team shall assist the school in:

15 1. Incorporating strategies based on scientifically based
16 research that will strengthen the core academic subjects in the
17 school and address the specific academic issues that caused the
18 school to be identified for school improvement;

19 2. Incorporating strategies to promote high quality
20 professional development; and

21 3. Training teachers to analyze classroom and school-level data
22 and use the data to inform instruction.
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SECTION 2. This act shall become effective November 1, 2018.

COMMITTEE REPORT BY: COMMITTEE ON EDUCATION
April 9, 2018 - DO PASS